

## “A Framework for Teaching” Rubric

Domain 1: Planning and Preparation				
Component	Unsatisfactory	Emergent	Proficient	Distinguished
<b><i>1a: Demonstrates knowledge of content and pedagogy</i></b>  <b>NT Semester 1 focus area</b>	Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Teacher’s content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher’s instructional practices reflect current pedagogical knowledge.	Teacher’s knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<b><i>1b: Demonstrates knowledge of students</i></b>  <b>NT Semester 2 focus area</b>	Teacher makes little or no attempt to acquire knowledge of students’ backgrounds, cultures, skills or interests, and does not attempt to use such information in planning.	Teacher demonstrates partial knowledge of students’ backgrounds, cultures, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students’ backgrounds, cultures, skills, and interests, and uses of this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students’ backgrounds, cultures, level of development, skills, and interests, and uses this knowledge to plan for individual student learning.
<b><i>1c: Selects instructional goals</i></b>  <b>NT Semester 3 focus area</b>	Teacher’s goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher’s goals are of moderate value or suitability for students, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher’s goals represent valuable learning and are suitable for most students; they reflect opportunities for integration and permit viable methods of assessment.	Teacher’s goals reflect high-level learning related to curriculum standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.
<b><i>1d: Demonstrates knowledge of resources</i></b>  <b>NT Semester 3 focus area</b>	Teacher is unaware of school or district resources available either for teaching or for students who need them.	Teacher displays limited knowledge of school or district resources available either for teaching or for students who need them.	Teacher is fully aware of school or district resources available for teaching, and knows how to gain access to school and district resources for students who need them.	Teacher seeks out resources for teaching in professional organizations, on the Internet, and in the community, and is aware of resources available for students who need them, in the school, the district, and the larger community.
<b><i>1e: Designs coherent instruction</i></b>  <b>NT Semester 1 focus area</b>	The various elements of the instructional design do not support the stated goals or will not engage students in meaningful learning, and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated goals and will engage students in meaningful learning, while others do not. Teacher’s lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated goals and will engage students in meaningful learning; and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated goals, will engage students in meaningful learning, and show evidence of student input. Teacher’s lesson or unit is highly coherent and has a clear structure.
<b><i>1f: Assesses student learning</i></b>  <b>NT Semester 2 focus area</b>	Teacher’s approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to many students. Teacher has no plans to use assessment results in designing future instruction.	Teacher’s plan for student assessment is partially aligned with the instructional goals and is inappropriate for at least some students. Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher’s plan for student assessment is aligned with the instructional goals, and is appropriate to the needs of students. Teacher uses assessment results to plan for future instruction for groups of students.	Teacher’s plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students.

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<b>Domain 2: The Classroom Environment</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Emergent</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2a: <i>Creates an environment of respect and rapport</i></b>  <b>NT Semester 2 focus area</b>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students, reflect general warmth and caring, and are respectful of the cultural and developmental differences between groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring towards individuals and sensitivity to students' cultures and levels of development. Students themselves ensure maintenance of high levels of civility among members of the class.
<b>2b: <i>Establishes a culture for learning</i></b>  <b>NT Semester 3 focus area</b>	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning with commitment to the subject by both teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.
<b>2c: <i>Manages classroom procedures</i></b>  <b>NT Semester 1 focus area</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instructional time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instructional time.	Classroom routines and procedures have been established and function smoothly, with little loss of instructional time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<b>2d: <i>Manages student behavior</i></b>  <b>NT Semester 1 focus area</b>	Student behavior is poor, with no clear expectation, no monitoring of student behavior, and inappropriate responses to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful to students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.
<b>2e: <i>Organizes physical space</i></b>  <b>NT Semester 2 focus area</b>	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a significant mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to most students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students, including those with special needs. Technology is available, as appropriate to the lesson.

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<b>Domain 3: Instruction</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Emergent</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3a: <i>Communicates clearly and accurately</i></b>  <b>NT Semester 1 focus area</b>	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students’ cultures or levels of development.	Teacher’s oral and written communication contains no errors but may not be completely appropriate to students’ cultures or levels of development. It may require further elaboration to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing. Communications are appropriate to students’ cultures and levels of development.	Teacher’s oral and written communication is clear and expressive, appropriate to students’ cultures and levels or development. It also anticipates possible student misconceptions.
<b>3b: <i>Uses questioning and discussion techniques</i></b>  <b>NT Semester 2 focus area</b>	Teacher makes poor use of questioning and discussion techniques, with low-level or inappropriate questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and participation by all students.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and assume the responsibility for the participation of all students in the discussion.
<b>3c: <i>Engages students in learning</i></b>  <b>NT Semester 1 focus area</b>	Students are not at all intellectually engaged in learning, as a result of activities or materials inappropriate to their cultures or levels of understanding, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially in significant learning, resulting from activities or materials culturally or developmentally appropriate to only some students, or uneven lesson structure or pacing.	Students are intellectually engaged throughout the lesson in significant learning, with appropriate activities and materials, instructive representations of content, and suitable lesson structure and pacing.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the representation of content, the activities, and the materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<b>3d: <i>Uses Assessment for Instruction</i></b>  <b>NT Semester 2 focus area</b>	Assessment is not used in instruction, either through students’ awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<b>3e: <i>Demonstrates flexibility and responsiveness</i></b>  <b>NT Semester 3 focus area</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students’ lack of interest, and fails to respond to student questions; teacher assumes no responsibility for students’ failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to student questions, needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests.	Teacher is highly responsive to individual students’ needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students.

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<b>Domain 4: Professional Responsibilities</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Emergent</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4a: Reflects on Teaching</b>  <b>NT Semester 2 focus area</b>	Teacher’s reflection on the lesson does not provide an accurate or objective description of the event of the lesson.	Teacher’s reflection provides a partially accurate and objective description of the lesson, but does not cite specific positive and negative characteristics. Teacher makes global suggestions as to how the lesson might be improved.	Teacher’s reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Teacher makes some specific suggestions as how the lesson might be improved.	Teacher’s reflection on the lesson is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Teacher draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Maintains Accurate Records</b>  <b>NT Semester 1 focus area</b>	Teacher has no system for maintaining accurate records, resulting in errors and confusion.	Teacher’s system for maintaining accurate records is rudimentary and only partially effective.	Teacher’s system for maintaining accurate records is efficient and effective.	Teacher’s system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
<b>4c: Communicates with Families</b>  <b>NT Semester 1 focus area</b>	Teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. They convey information to families about individual students in a culturally appropriate manner.	Teacher communicates frequently and sensitively with families and responds to the individual and cultural needs of families. Teacher successfully engages families in the instructional program; students participate in communicating with families.
<b>4d: Contributes to the School and District</b>  <b>NT Semester 3 focus area</b>	Teacher’s relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district events and projects.	Teacher’s relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
<b>4e: Demonstrates Professional Growth</b>  <b>NT Semester 2 focus area</b>	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Teacher’s participation in professional development activities is limited to those that are convenient or are required.	Teacher seeks out opportunities for professional development based on an individual assessment of need.	Teacher actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as action research and mentoring new teachers.
<b>4f: Shows Professionalism</b>  <b>NT Semester 3 focus area</b>	Teacher’s sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students. Appearance is unacceptable for classroom setting.	Teacher’s attempts to serve students are genuine but limited.	Teacher makes genuine and successful efforts to ensure that all students are well served by the schools.	Teacher assumes a leadership role in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.